



UNIVERSITY
OF ESWATINI

UNIVERSITY LECTURERS AND STAFF DEVELOPMENT IN A POST- PANDEMIC WORLD

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Who am I?

- Originally from Belgium, I migrated to Eswatini (then Swaziland) in the early 1990s.
- Currently, I am an Associate Professor and Coordinator Linguistics and Modern Languages at the Institute of Distance Learning (University of Eswatini)
- I hold 4 Master degrees (Romance Philology, Linguistics for the Language Practitioner, Instructional Design and Technology, LLM) and a PhD in French and Francophone Literature.
- I am a keen translator and interpreter (mainly between French and English). I love reading and learning new things.
- I publish regularly: chapters, articles, book reviews in various areas of research (open education, distance and e-learning, teaching and learning of languages, autofiction and autobiography, crime and detective fiction, ...). I review articles, proposals, chapters. I mentor students and colleagues.

Overview of my talk

- Introduction and context
- Professional/staff development
- Life-long learning
- Collaborative and peer learning
- Resilience
- Pre-pandemic
- During the pandemic
- Post-pandemic
- Open Education, OER, flexibility, self-directedness ...
- Conclusion



Professional/Staff Development

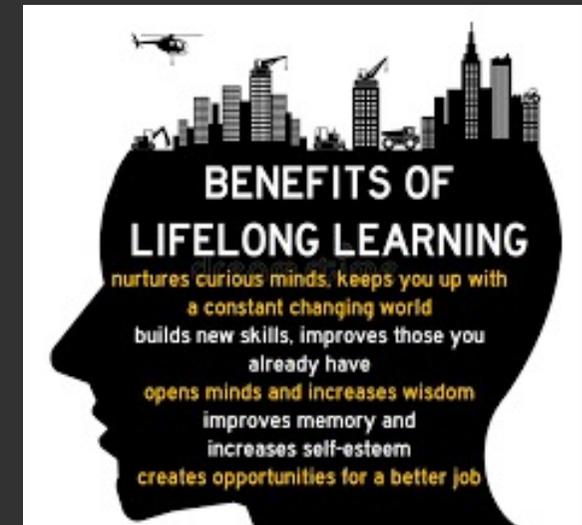
- Reskilling/upskilling?
- What type of staff development is needed? – teaching, research, community service
- When and how should we train staff? – used to be in face-to-face workshop format mainly, now online
- Life-long learning, personalised learning, peer learning, autonomous learning?
- Building resilience



Life-long Learning: developing a learning culture

While some learning and development activities will occur on an ad hoc basis, it can be helpful to plan ahead and develop an annual plan, for the following reasons:

- It sets out how you are going to achieve your policy
- It helps you to take a strategic approach to learning and development
- You can budget for planned activities – it is more difficult to budget for unplanned ones
- If you collate learning and development needs across the organisation, you can see which staff members have the same need, and plan a learning activity for all of them.



Mental Habits That Support **LIFELONG LEARNING**

INSIGHTS BY: JOHN P. KOTTER, LEADING CHANGE, HBR PRESS



Collaborative and Peer Learning

- Peer learning is defined as building knowledge and skills through interaction between people who share similar characteristics or status, and where nobody acts as a professional teacher of others (Topping 2005).
- It is widely recognised that collaboration among teachers is directly linked to the improvement of practices in innovative educational situations because of the learning processes it promotes in the participants. Professional Learning Communities are a good example of such collaborative practices (Little and Horn 2007).
- These collaborative connections can be developed in both face-to-face and virtual environments (Owston et al. 2008).

In the classroom

- Students teaching other students
- Teacher changes role from authoritative instructor to shared learning facilitator
- More advanced students explaining difficult concepts to weaker students

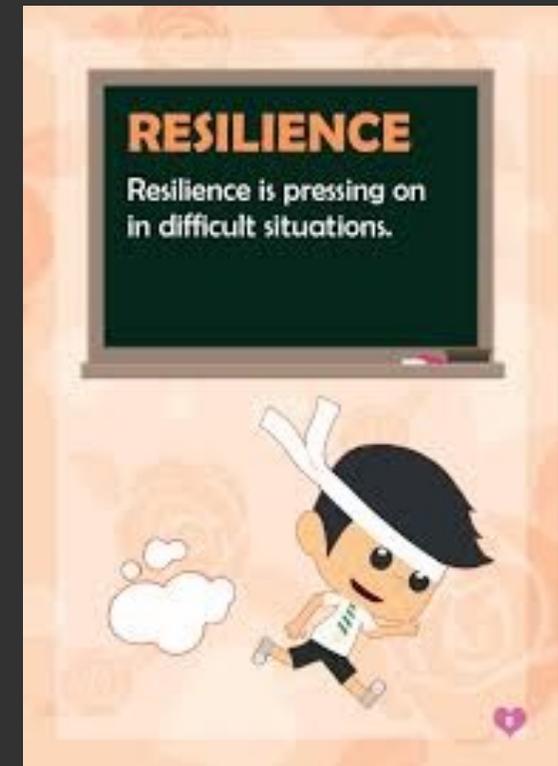
In the workplace

- Employees teaching their colleagues
- Manager abdicates his or her authority in order to empower employees
- Tenured employees sharing knowledge with recently hired recruits

People on the same level teaching each other what they know
Participants share relatable experiences with other to enhance learning

What is resilience?

- Resilience is an individual's capacity to respond to stress in a healthy manner, such that he or she can achieve goals at the lowest physical and psychological cost.
- Conceptualisations of resilience vary widely.
- Brewer et al.'s (2019) definition of resilience, developed specifically for the higher education context, was used: resilience is a 'dynamic process of positive adaptation in the face of adversity or challenge. This process involves the capacity to negotiate for and draw upon psychological, social, cultural and environmental resources' (Brewer et al., 2019, p. 1114).

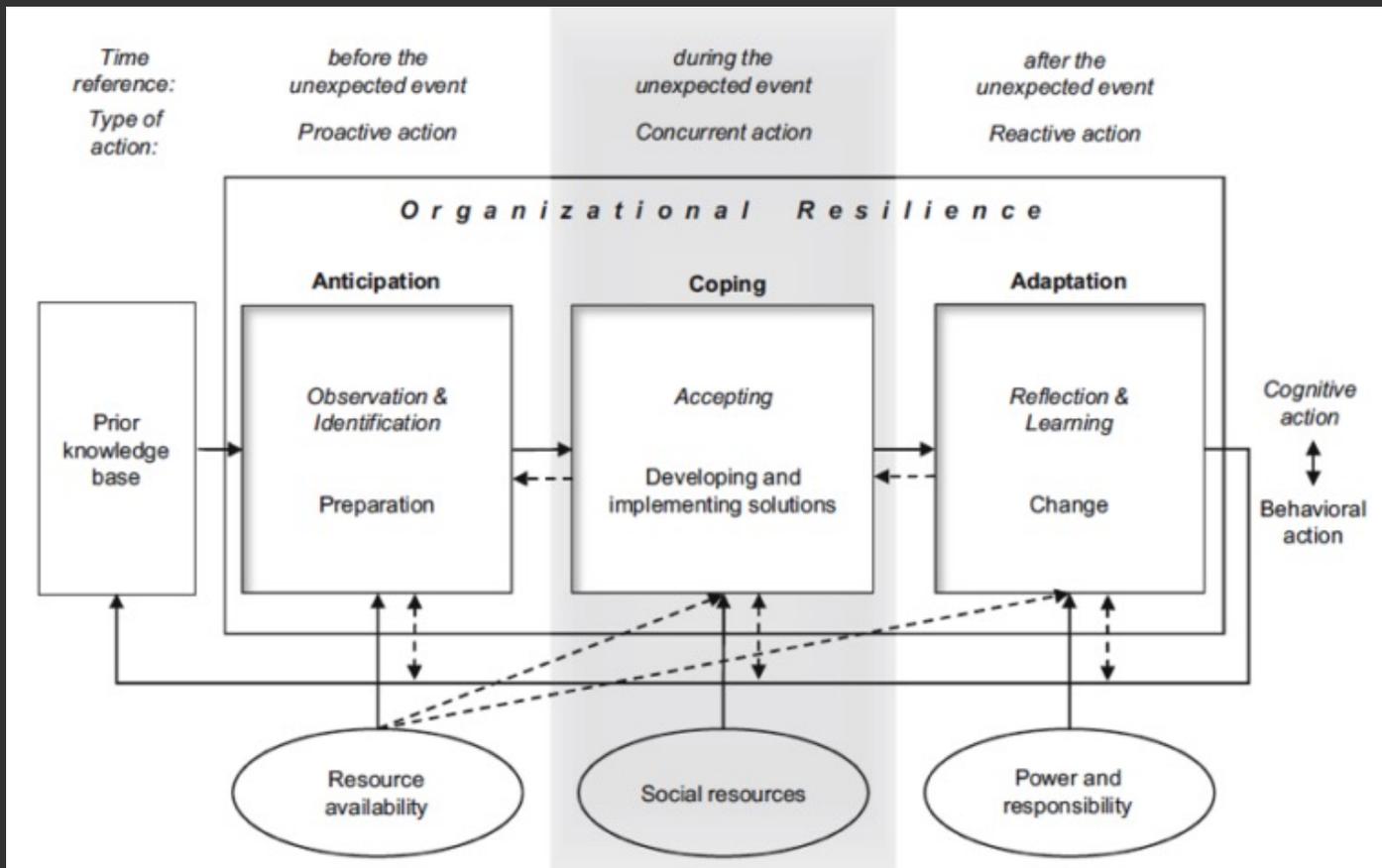


- Kezar (2014) proposed a change model that draws on six theories of change: scientific management, evolutionary, political, social cognition, cultural and institutional.
- Kezar (2014) argues that effective change requires a multi-theory approach.
- Embedding **resilience enhancement strategies** requires changes in staffs' underlying values, assumptions, structure and processes; a process Kezar (2014) refers to as second-order change.
- Second-order change requires staff to reflect on their role in relation to resilience, to re-examine their priorities and approaches to teaching, and to adopt the role of leader (change agent) to ensure student resilience is promoted at the program/course, school/department or institutional level.
- Having established the type of change needed – second-order change – the next element in Kezar's (2014) change model, the context of change, requires consideration.

Resilience may seem like an innate or personality trait, but it can be developed and enhanced through direct action.

Risk is the exposure to a disaster while resilience is the recovery from that event

- The most recent attempt at addressing conceptualisation of organisational resilience was made by Duchek (2020) who has laid out a set of theoretical propositions concerning organisational resilience.
- She documented the definition of resilience differed over time. The organisational capabilities underlying the three stages of resilience –and therefore the meta capabilities of organisational resilience –depend on different contexts.
- Duchek (2020) stresses that resilience is highly complex and profoundly involved in social contexts and that the factors and conditions for achievement and growth can be far from established.
- However, the existence of strategic contexts (knowledge base) and drivers (resource availability, social resource and power / responsibility) is of immense importance.



https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.futurelearn.com%2Finfo%2Fcourses%2Fhigh-stakes-leadership-leading-in-times-of-crisis%2F0%2Fsteps%2F170841&psig=AOvVaw3O31ckQNZ9t375qCbDGd6H&ust=1636434409906000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCKC558j_h_QCFQAAAAAdAAAAABAR

Why build resilience?

- Increasing resilience by preparing for a major disruption has benefits in the immediate and longer-term aftermath of a disaster, for both institutions and individual academics.
- Building resilience could reduce the emotional impact of disruptive events giving academics more control over what is happening, allowing them to support their learners, colleagues, and families.

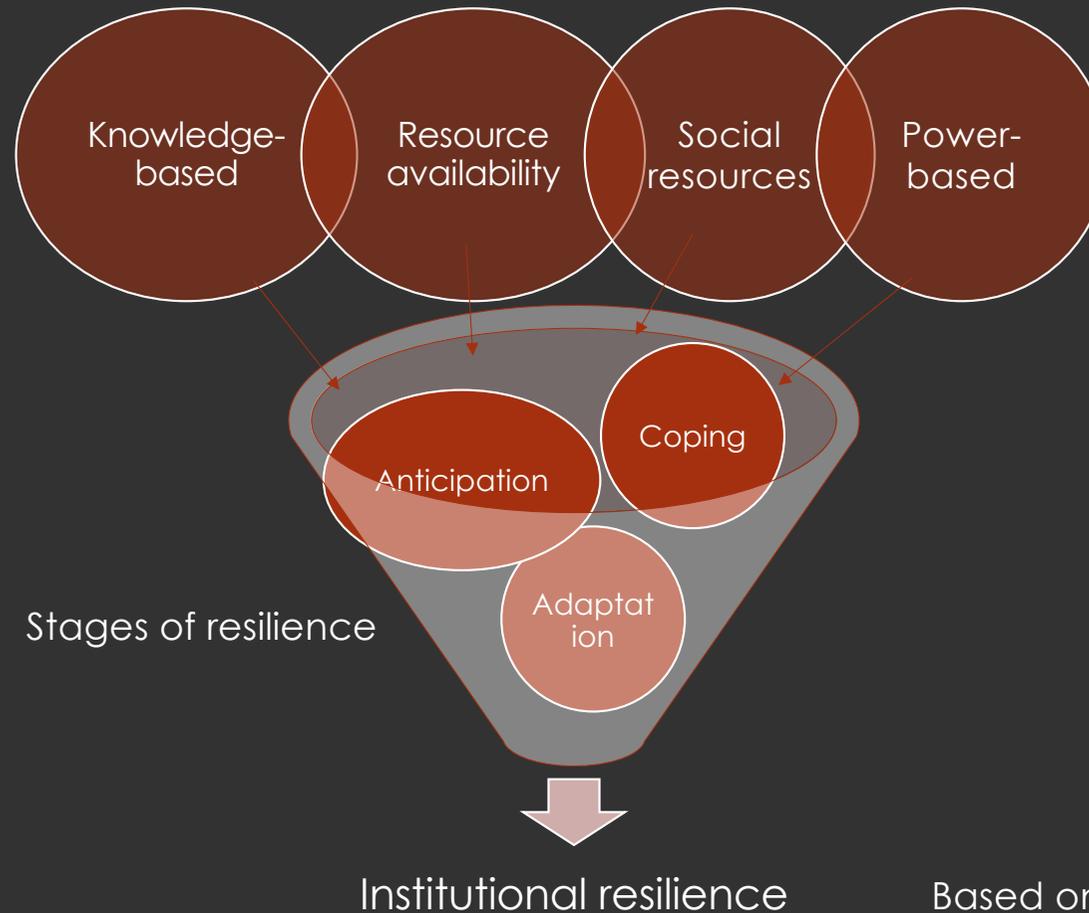


Resilience discourses champion strategies for mediating and recovering from risk, and for identifying and cultivating individual agency and performance (Dean, 2009).

How to build resilience?



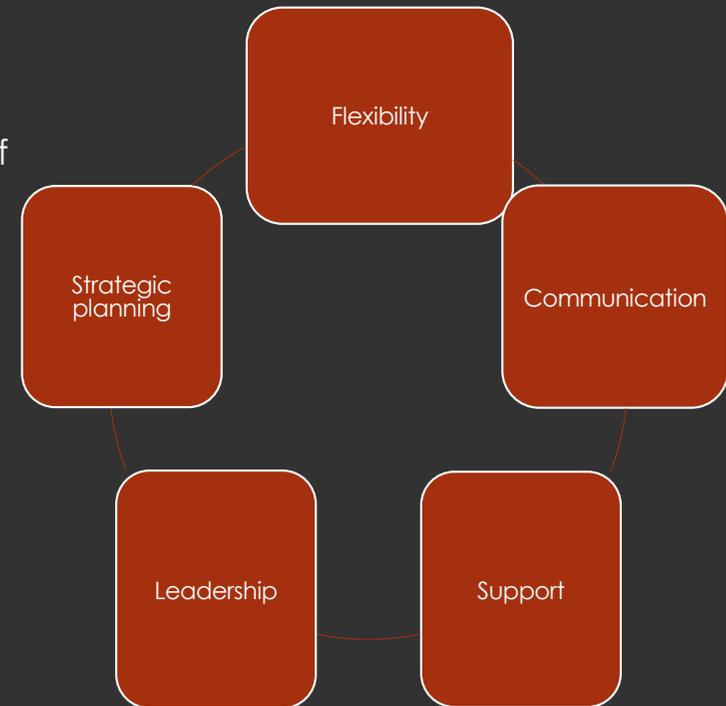
Conceptual framework of university resilience



Characteristics of resilient institutions

Resilient institutions have the following characteristics:

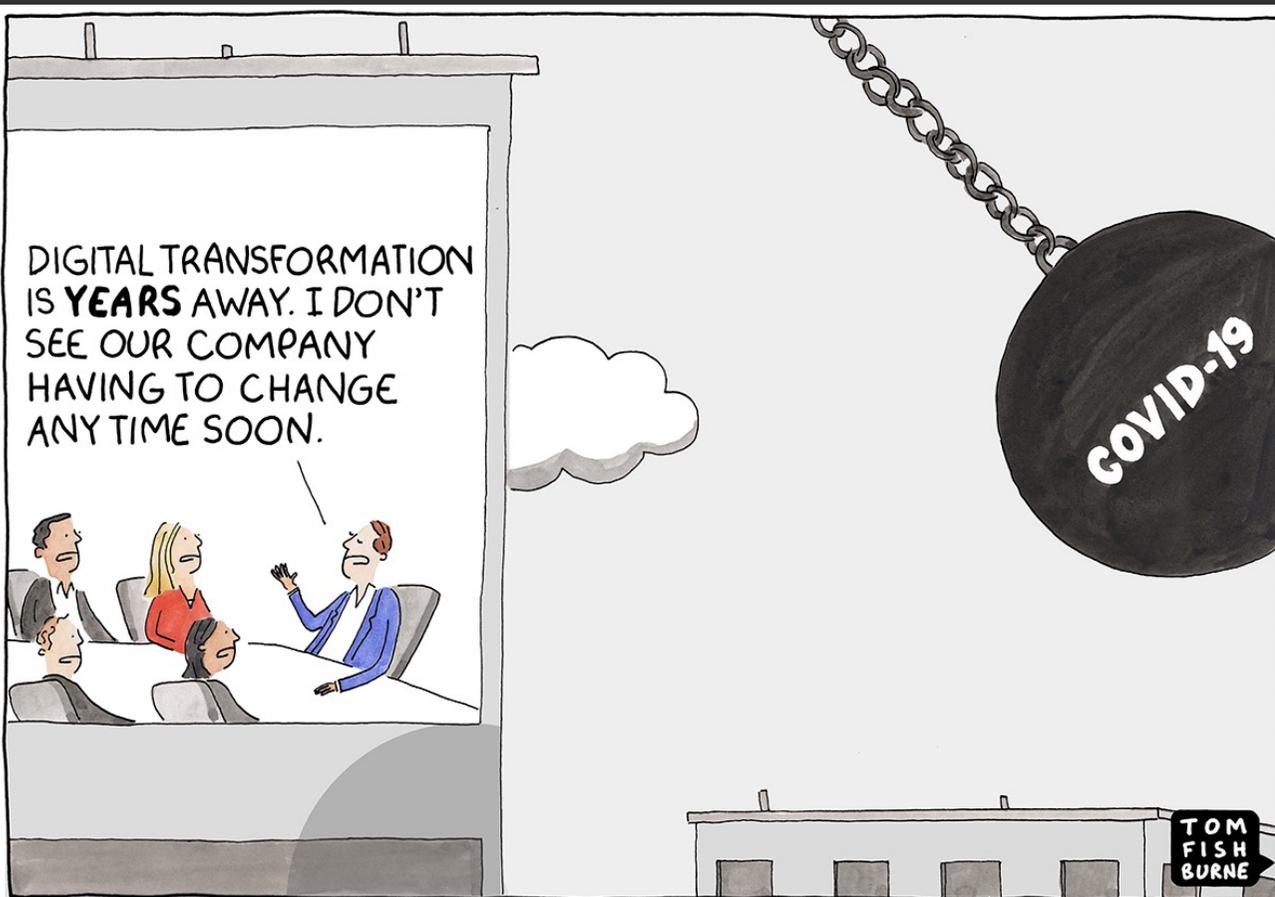
- effective communication channels,
- a coherent crisis communication strategy,
- an established, coherent, L&T disruption plan across all levels of the institution,
- strong resilience-building leadership,
- existing emergency response plans and management,
- existing flexible, blended, and digital learning strategies,
- support for staff to undertake resilience-building initiatives,
- support for staff to develop digital literacy,
- effective and easy-to-use digital infrastructure,
- a strong sense of staff and learner community, and
- existing rewards/schemes to promote engagement with academic professional development (aligned to resilience qualities, above).



Pre-pandemic Staff Development

- How did we do it?
- Face-to-face meetings and workshops (one day or, if the budget permitted, longer sessions)
- Very much instructor-centred, little flexibility





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<https://www.google.com/url?sa=i&url=https%3A%2F%2Fmarketoonist.com%2F2020%2F05%2Fresilience.html&psig=AOvVaw1hi8mHRoN5GqqHRbi3ZuPH&ust=1636195196853000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCLDzxqSEgfQCFQAAAAAdAAAAABAD>

And then
came
Covid-19

The disruptive nature of Covid-19

- Few developments in recent memory have rattled the zeitgeist of contemporary educational systems as has the COVID-19 pandemic. From early childhood education to postgraduate study, the resilience of education systems all over the world is being tested.
- For long-term survival and resilience against the current and any future catastrophe, a systemic rethink and reengineering of educational and institutional choreographies is required, and along various critical dimensions.



During the pandemic: staff support rather than staff development?

- For quite some time there was little communication between management and staff, which was disconcerting.
- Behind the scenes there was movement: CELT (Centre for Excellence in Learning and Teaching) and IDE (after request from VC) prepared a training programme and asked selected staff members to collaborate.
- As part of the team, we were assigned specific tasks to train teaching staff (in view of the transition to online learning) within the framework of 2 online courses and a series of webinars.
- Two online courses, series of webinars (ongoing, currently on authentic online assessment), personalised support from IT and ID staff.

Discussion of findings: components of the courses and underlying design principles

- TBL002: more details in the next slides.
- TBL003: focus on hands-on practice of Moodle features (see slides after TBL002).
- Webinars: Q and A sessions, examples of « how to », discussion on particular topics (after participants had had practical implementation experience).
- The course focused first on pedagogy and then went on to combine pedagogical aspects with ICT.
- Scaffolding approach. Socio-constructivist in nature, opportunities for reflection, collaboration and team work.
- Not prescriptive; at introduction level; give basic information and opportunities to practise but also include « food for thought ».

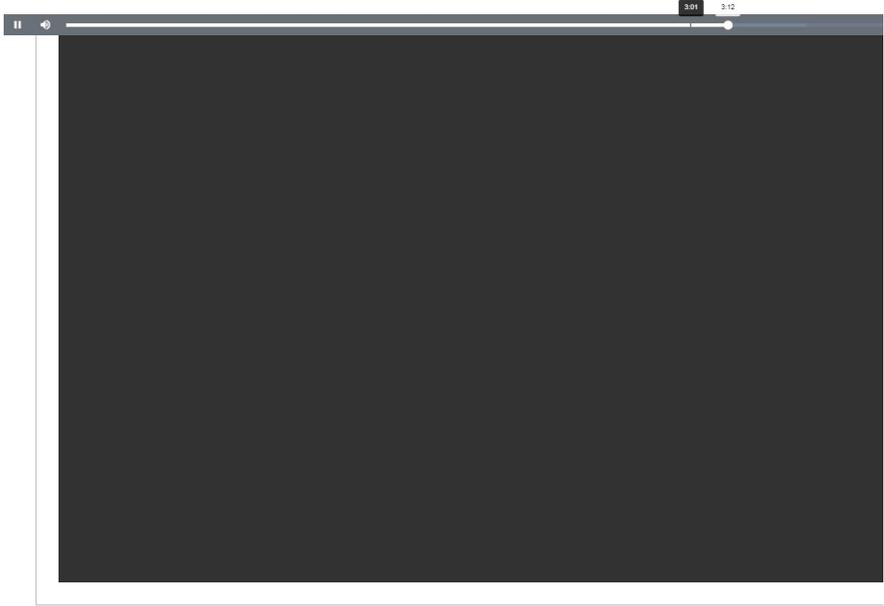
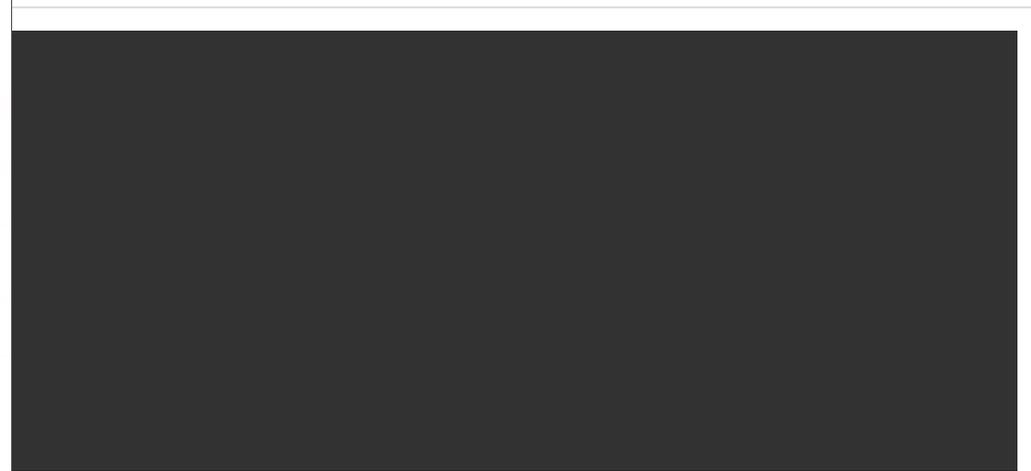


Moodle is the UNESWA online course delivery mode that is integrated into the traditional lecture and tutorial-based environments

NOTE:

UNESWA SUBJECT CONTENT IS DESIGNED TO BE ACCESSIBLE AND USER FRIENDLY THROUGH USER BASED INSTRUCTIONAL DESIGN MODELS

- ✓ Learning is more **meaningful** to students when they are able to interact with a problem or concept.
- ✓ Understanding how people learn can improve lecturers pedagogic practice. Students can become more **engaged & motivated** if we make them take a more active role in the learning process
- ✓ Learning and teaching that utilizes **interactive** teaching strategies builds meaningful contexts that help students construct knowledge which is based on their own experiences (Nisibande, 2019)



Course Objectives

- By the end of this online course, you will be able to:
- communicate and describe the pedagogical and design strategies for creating an online course
 - capably participant in the development of collaborative online tasks
 - recognize key considerations when designing and developing an online course
 - develop a plan for a online learning and teaching course.

Course Overview



Course Duration

This is a 2 weeks course (starting Monday 25th May up to Friday 5th June).



Course Outline



Topic 0: Introduction



Topic 1: Planning your online course



Topic 2: Designing your Online Plan & Course



Topic 3: Students learning experience.



Topic 4: Developing your Online Course Learning and Teaching plan

Introduction to Designing and Developing A UNESWA Online Course Using Moodle

UNESWA Online Learning Course



COURSE TITLE:
**Introduction to
Designing and
Developing an Online
Course Using Moodle**

Topic 0: Introduction

- Getting to know one another
- Filling in a Survey
- Reflect on your practice
- The connection between Moodle and instructional design

Topic 4: Developing Your online course plan

- Sample of Blended Learning Course specifications Templates
- Traditional and online activities
- Editable Template
- Practical work
- Moodle Quiz
- Reflect on your practice

Topic 3: Students Learning Experience

- Th 21st Century 4Cs
- Identifying Students Needs
- Building a Community of Practice
- Creating a Moodle Quiz
- Reflect on your practice

Topic 2: Planning your online course

- The role of Instructional Design Models in an online course
- Instructional System Design (ISD)
- Recommended instructional materials design models role of Key resources
- Assessment in an online course
- Moodle Quiz
- Reflect on your practice

Topic 1: Planning your online course

- The role of a course outline in learning and teaching
- The role of learning outcomes in any online course
- Key resources
- Moodle Quiz
- Reflect on your practice



Post-pandemic Staff Development/Capacity building

- What do we need training on? Digital pedagogies, inclusive education, equity, pedagogies of care, artificial intelligence, virtual realities, open education, diversity, “teachers as intercultural learners”, “broadening the teaching team”, “assessment and evaluation”, “using difference as a resource” (Leask, 2006), ...
- Which skills will we need in the (near) future? Flexibility, adaptability, emotional intelligence, collaboration, leadership, self-management and self-monitoring (self-directedness),
- How should we be developing our staff competencies? Life-long learning, peer learning, self-directedness, partnerships, networking, ...
- What should our training resources look like? Open Education Resources, Open (source) Technologies, ...
- LEARNING AS AN EVENT → LEARNING IN THE FLOW OF WORK
- TECHNICAL SKILLS FIRST → CAPABILITIES FIRST
- DIGITAL LEARNING AS A SUPPLEMENT → INTEGRATED DIGITAL, VIRTUAL, AND IN-PERSON LEARNING
- STRUCTURED DEVELOPMENT → SELF-DIRECTED AND PERSONALISED DEVELOPMENT

- The third category of interventions focused on changes at the contextual level with a strong emphasis on increasing social support (Paul, Sriram, Subalukshmi, & Mala, 2015; Wilks & Spivey, 2010).
- Changes in faculty behaviour included positive role modelling and facilitating social connections (Howe et al., 2012) and positive professional relationships (McAllister & McKinnon, 2009).
- Monitoring students' emotional health and wellbeing (Howe et al., 2012) was also proposed.
- Pedagogical and curricula changes included ensuring students feel valued and supported to try and fail (Eley & Stallman, 2014), increasing collaborative learning environments (Crombie et al., 2013; Wald et al., 2015), decreasing online communication with students and developing staff-student learning communities (Eley & Stallman, 2014), providing mentoring and peer support programs (Dyrbye et al., 2010; Hartley, 2010; Wood, 2016), allowing time for personal and health activities within schedules (Dyrbye & Shanafelt, 2011), establishing clear rules and expectations to reinforce students' responsibilities such as rarely granting assessment extensions to highlight the need to meet obligations, manage stress and be proactive in their prioritisation and decision making (Eley & Stallman, 2014).
- Others suggested changes to assessment practices including pass/fail assessments to reduce competition and the preparation of students for exposure to human suffering and ethical challenges (Dyrbye & Shanafelt, 2011).

Interventions needed for the post-pandemic world (Brewer et al. 2019): are our university lecturers ready for these changed roles?

Shifts in Mindset from 'Digital as Nice-to-Have' to 'Digital as Must-Have'

Pre-COVID	Post-COVID
Face-to-face is <i>the</i> most effective method of training	Face-to-face is <i>one</i> method for training that can be used alongside other effective experiences
Digital is a ' <i>nice-to-have</i> ' as part of a blended experience	Digital is a ' <i>must-have</i> ' and can make the learning experience even more effective than just in person
Digital = Primarily video with quizzes or print-outs (MOOC-style)	Digital = Human experiences that are social and participatory
Face-to-face is required for skills building and any applied learning	Digital can be more effective for practice-based, applied skills development

Source: Gnowbe

Solutions: Open Education

WHY



2 in 3 students say they decided against buying a textbook because the cost is too high.

Student PIRGs



Less than 1 in 2 students purchase a current edition of their textbook.

Florida Virtual Campus



1 in 2 students say they have at some point taken fewer courses due to the cost of textbooks.

Book Industry Study Group

WHAT



Open Education encompasses resources, tools, and practices that are free of legal, financial, and technical barriers and can be fully used, shared, and adapted in the digital environment. -- SPARC*

HOW



Make copies and own copies



Use in a variety of ways



Adapt, modify, translate, or change

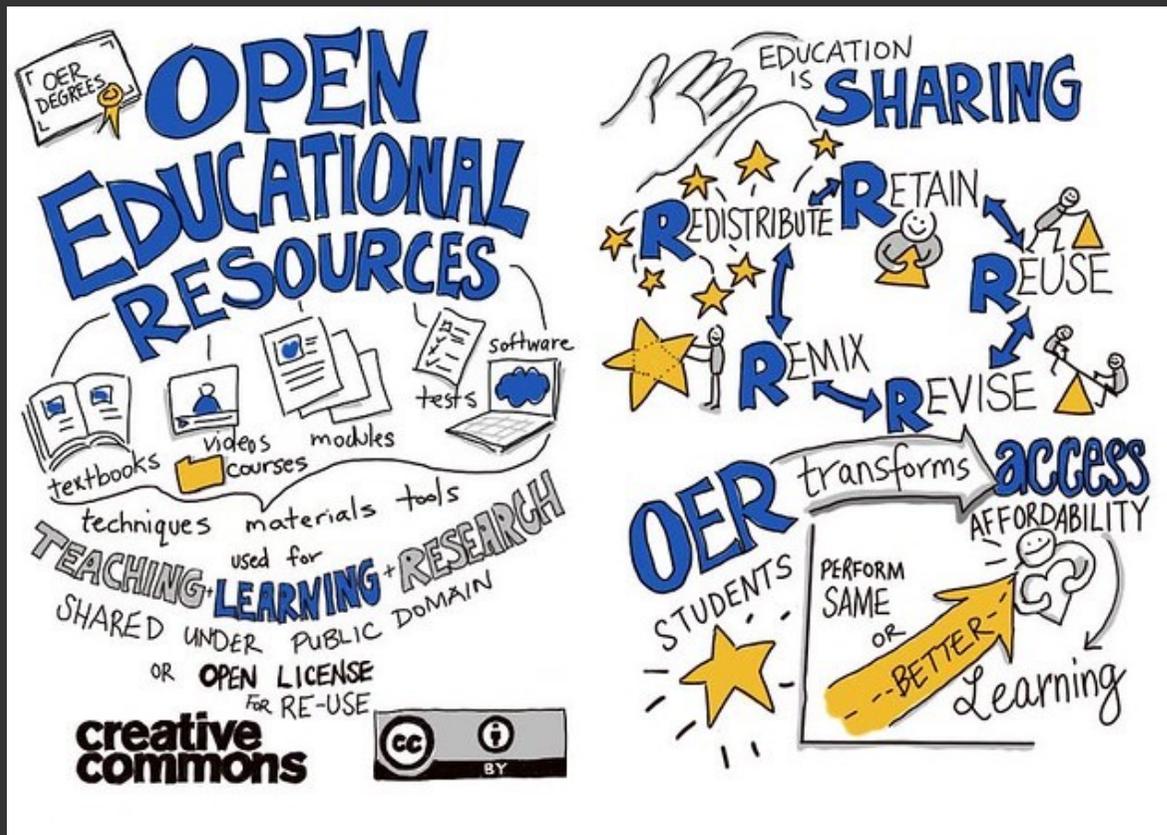
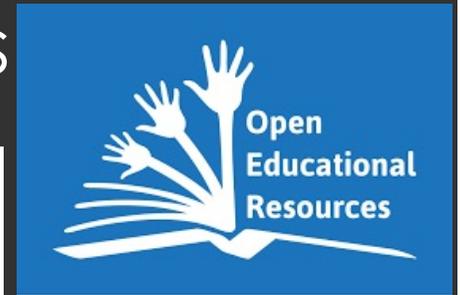


Combine to create a new resource



Share copies of the work

Solutions: Open Educational Resources (OER)



Solutions: Open (source) Technologies



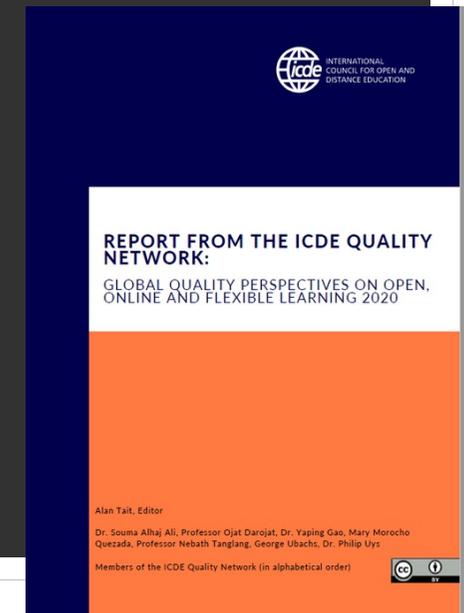


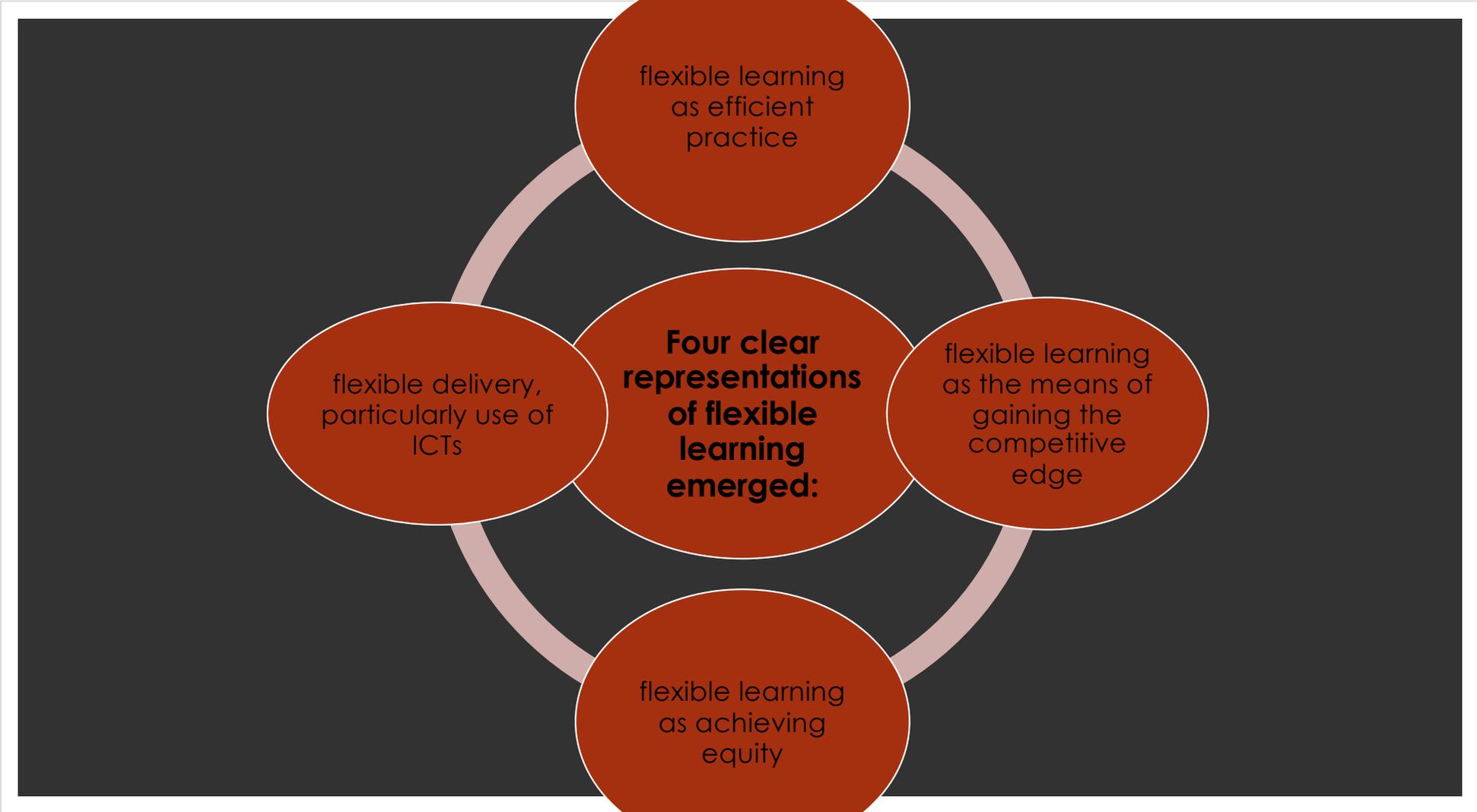
Flexibility

Flexibility – an introduction

- When we talk about the benefits of online learning, flexibility seems to be a key word.
- For example, in the ICDE Quality Network Report of February 2021, we read the following advantages:

First, it applies the principles of student-centered flexibility in which every student has his or her way of learning that works for them. **Second**, students can attend classes and courses anywhere with a computer and access to the internet. **Third**, it has given students a better opportunity to choose from various schools and courses. **Fourth**, in terms of accessibility, online course materials can be accessed 24 hours a day every day. **Fifth**, online learning offers a lot of savings because there are no additional costs for transportation and accommodation. **Sixth**, students are exposed to knowledge shared by the instructors around the globe which cannot be learned in books. **Seventh**, students may not have to sit for long periods of time. Lessons can be paused when needed, and notes read at will.





What is flexibility? What is flexible learning?

Flexibility of when, where, at what pace, and how for all involved

Key idea being learner choice in different aspects of the learning experience

Flexible learning is learner-centred, encouraging greater independence and autonomy on the part of the learner. Its ethos is to enable and empower learners and give them greater control of their learning and become more self-directed.

Cambridge Online Dictionary:
Meaning of flexibility in English

flexibility
noun [U]

UK / ,flek.sə'bi:l.ə.ti/ US / ,flek.sə'bi:l.ə.tj/

flexibility noun [U] (ABLE TO CHANGE)

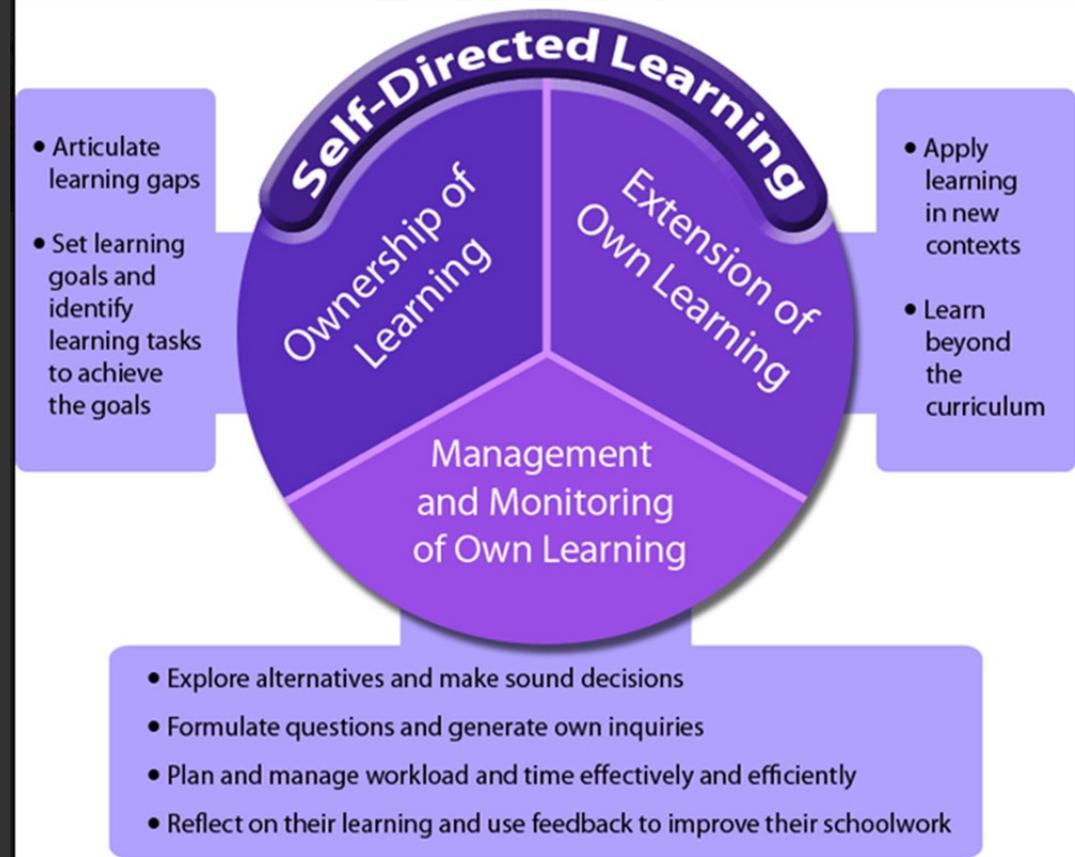
the ability to change or be changed easily according to the situation:

The advantage of this system is its flexibility.
The schedule doesn't allow much flexibility.

The terms flexible learning and flexible delivery imply an intention to increase learners' access to and control over particular teaching and learning environments.

Self-directedness

- Self-directed learning (SDL) is defined as an **approach where learners gradually assume personal responsibility and control of the cognitive (self-monitoring) and contextual (self-management) processes** in constructing and evaluating meaningful and worthwhile learning outcomes (Garrison, 1997).



Source: *The ICT Connection* [<http://ictconnection.edumall.sg>]

21st century skills

- Information handling
- Critical thinking
- Self-directed learning
- Global awareness
- Intercultural competence
+ communication
- Digital connections

DIGITAL
LITERACIES

Link between
self-directed
learning and
technology

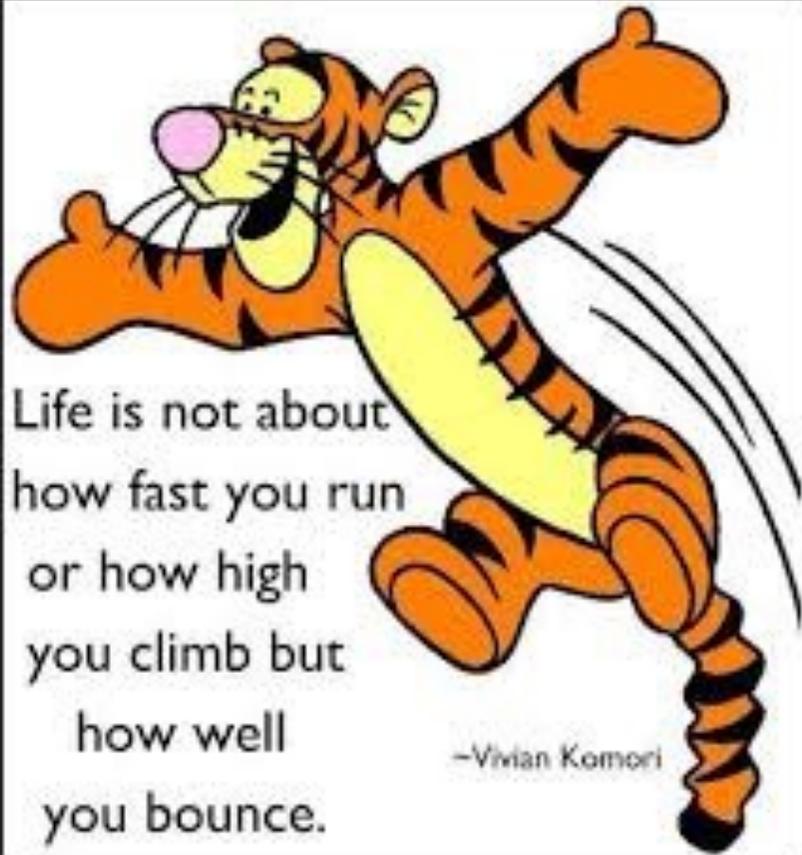


Conclusion

- Questions remain: where are we? Where do we want to go?
- There are many possible solutions but they require cooperation, collaboration, flexibility on our part (and on that of all stakeholders), networking.
- Among these solutions, there are: OER, open education, open technologies, ...







Life is not about
how fast you run
or how high
you climb but
how well
you bounce.

-Vivian Komori

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